DOCUMENT RESUME

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TITLE Appalachian Adult Basic Education Teacher-Trainer Reading Workshop.

INSTITUTION Morehead State Univ., Ky.

SPONS AGENCY Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

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IDENTIFIERS Appalachia

ABSTRACT

The ultimate objective of the proposed Appalachian Adult Basic Education (ABE) Teacher-Trainer Reading Wrokshop is to improve the reading ability of the rural, disadvantaged population in Appalachia. In order to achieve this goal, a teacher-trainer workshop in reading is proposed. A team of four experienced adult basic educators will be selected from the Appalachian portion of 13 states. These four will undergo an intensive, pragmatic three-week training session in reading. A training syllabus in reading will be developed during the workshop for use by the trainers. The Appalachian ABE Teacher-Trainer Reading Workshop has been developed on the assumption that ABE teachers in Appalachia need more preparation in reading, particularly for rural adults. This workshop will incorporate an introduction and/or review of the reading process with a strong element of application to supplement the present skills of the ABE teacher. (Author/CK)

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## Application for Grant

This is an application for Federal funds for support of a Teacher-Training Project, under Section 309 of the Adult Education Act of 1966 (P.L. 89-750)

Fiscal Year: 1970

1. Full Title of Proposal:

   Appalachian Adult Basic Education Teacher-Trainer Reading Workshop

2. Applicant Organization: Morehead State University
   Major Subdivision: Appalachian Adult Basic Education Demonstration Center
   Address: Street: Box 1353
   City: Morehead County: Rowan
   State: Kentucky Zip Code: 40351 Cong. District: 7th
   Telephone: Area Code: 606 Number: 784-9229 Extension: 289

3. Address where project will be conducted. (If different from above)

   Street:
   City: County:
   State: Zip Code: Cong. District:

4. Project Director: Prof., Dr., Mr., (or:Mrs.) Ann Hayes
   Title of Position: Evaluation Specialist
   Business Address: Appalachian Adult Basic Education Demonstration Center
   Box 1353 Morehead State University
   Morehead, Kentucky 40351
   Telephone: Area Code: 606 Number: 784-9229 Extension: 289
   Social Security Number: 008-24-3082

5. Initiated by: (If different from Project Director)
   Name: Prof., Dr., Mr., (or: ) Dr. Harold Rose
   Title of Position: Research Administrator
   Address: Appalachian Adult Basic Education Demonstration Center Box 1353 Morehead State University
   Morehead, Kentucky 40351
   Telephone: Area Code: 606 Number: 784-9229 Extension: 289

6. Other Key Personnel (if any):
   Name: Mr. George W. Eyster Title of Position: Executive Director
   Address: Appalachian Adult Basic Education Demonstration Center Box 1353 Morehead State University
   Morehead, Kentucky 40351

7. Type of Agency:
   - ☐ Private nonprofit agency or organization
   - ☐ Public agency or organization
   - ☐ College
   - ☒ University
   - ☐ State educational agency
   - ☐ Local educational agency

8. Type of Accounting System Used: ☐ Cash ☒ Accrual ☐ Obligation

9. Duration of Project: 12 months / ____ weeks
   Proposed starting date: June 1, 1970
   Proposed ending date: May 30, 1971

AC010783

10. Total Federal Funds Requested: $ 88,320.13
Other Sources: $ 19,500.00
Total: $ 107,820.13

11. Courses offered:

12. Population Group Served by Project:
☐ Administrators
☐ Guidance Counsellors
☒ Teacher Trainers
☐ Other _____ (specify)

13. Number of Participants: 52

14. Approved for Academic Credit: ☒ Yes ☐ No If yes, how many credits? 3

15. State Board of Education Official contacted concerning this application:
Name: Ted Cook Title of Position: Director of Adult Education
Address: State Department of Education
Frankfort, Kentucky

16. Individual or official to whom communications should be directed:
Name: Dr. Harold Rose Title of Position: Research Administrator
Address: Box 1353 Morehead State University
Morehead, Kentucky 40351

17. Individual or official who shall be responsible for the receipt and disbursement of Federal funds:
Name: Russell R. McClure Title of Position: Vice President Business Affairs
Address: Morehead State University
Morehead, Kentucky 40351

18. Individual or official who shall have ultimate responsibility for the accounting of Federal funds:
Name: Russell R. McClure Title of Position: Vice President Business Affairs
Address: Morehead State University
Morehead, Kentucky 40351

19. Has this proposal been submitted to any other agency or organization? ☐ Yes ☒ No
If yes, please indicate:
a. Name of agency or organization: _____
b. Date submitted proposal: _____

20. Has this or a similar proposal previously been submitted to the Office of Education?
☐ Yes ☒ No If yes, when? _____

21. Commitment of Project Director's Time for Duration of Project:

| | Percent of Time |
|---|---|
| a. Teaching duties | 10 |
| b. Administrative duties | 48.3 |
| c. Time devoted to this project (50% 2.months) (100% 2.months) (25% 8 months) | 41.7 |
| d. Other (specify) | |
| Total: | 100 % |

22. An "Assurance of Compliance" with the Civil Rights Act of 1964 (HEW Form 441) was filed with the Commissioner on January 12, 1965 (date of acceptance letter: _____, Register number: 27-0230), or is attached to this application ☐ and is hereby made applicable to the program for which Federal financial assistance is requested in this application.

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23. Signatures:

a. Project Director: _____ Date: _____
(Mrs.) Ann Hayes

b. ☑ Official authorized to submit proposal for agency: [signature] November 14, 1969
Title: President, Morehead State University

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(If the application is submitted jointly by two or more agencies, approval by each is required.)

24. Certification of Authority to Submit Proposal:

I hereby certify that the official named in item 23.b above is authorized to submit the proposal in behalf of said agency by authority of its governing body, and is within the scope of its corporate powers.

Signature: Joyce B. Hart

Title: Notary Public, (Ky.) State-at-Large

U.S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Washington, D.C. 20202

Proposal Abstract

1. Teacher-Training Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966, P.L. 89-750

2. Full Title of Project:

Appalachian Adult Basic Education Teacher-Trainer Reading Workshop

3. Name of Applicant: Appalachian Adult Basic Education Demonstration Center
Address: Box 1353 Morehead State University
Morehead, Kentucky Congressional District: 7th

4. Name of Project Director:

Mrs. Ann Hayes

5. Population Group Served: Teacher-Trainers 6. Number of Participants: 52

7. Duration of the Project: 12 months; _____ weeks; _____ days
From: June 1, 1970 To: May 30, 1971

8. Provide a single-spaced statement (not to exceed 250 words, and not to exceed remaining space on the page) summarizing the proposed project and its rationale, its special or unique features, and the reasons why it is worthy of support.

The ultimate objective of the proposed Appalachian Adult Basic Education Teacher-Trainer Reading Workshop is to improve the reading ability of the rural disadvantaged population in Appalachia. In order to achieve this goal, a teacher-trainer workshop in reading is proposed.

A team of four experienced adult basic educators will be selected from the Appalachian portion of thirteen states. These four individuals will undergo an intensive pragmatic three week training session in reading. The team members will receive a general orientation in reading with each team member specializing in one of the following areas: (1) use and evaluation of reading materials (2) word attack skills (3) comprehension skills and (4) diagnosis and testing. To insure that the teacher trainers conduct training sessions on reading after the workshop is completed, the proposal also includes a limited amount of funding for reading materials and salary for the team to conduct 10 days of actual training. A training syllabus in reading will be developed during the workshop for use by the trainers.

The Appalachian Adult Basic Education Teacher-Trainer Reading Workshop has been developed on the assumption that ABE teachers in Appalachia need more preparation in reading, particularly for rural adults. It is probable that the average teacher of disadvantaged persons in the United States does not have the necessary training in reading to provide adequate instruction in this all-important basic skill. Since most ABE teachers were trained as elementary and secondary school teachers, they probably have had one course in the teaching of reading. This workshop will incorporate an introduction and/or review of the reading process with a strong element of application to supplement the present skills of the ABE teacher.

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
APPALACHIAN ADULT BASIC EDUCATION
TEACHER-TRAINER READING WORKSHOP

RECEIVED
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C. NARRATIVE DESCRIPTION OF THE PROJECT

1. Purpose:

The primary purpose of the proposed Appalachian Adult Basic Education Teacher-Trainer Reading Workshop is to train trainer-teams for Appalachian counties. These teams will provide instruction in the teaching of reading to Appalachian ABE teachers, considering the unique problems and culture of the undereducated in Appalachia.

NEED FOR ADULT BASIC EDUCATION IN APPALACHIA

In our society, there is an increasing interest in the millions of men and women who have not received the education which would allow them to become full citizens in the economic, social, and political life of the nation. Evidence of these undereducated people is expressed in increasing welfare rolls, unemployment, higher rejection rates for military service, lower life expectancy, and a continuing cycle of poverty evidenced by their offspring. These handicapped individuals are the poverty stricken of our society, disabled in educational achievement, health, and employability. Deficiencies in fundamental skills, basic to effective and responsible membership in our society, seriously inhibit or prevent a

significant portion of our population from becoming contributing members of the family, local, national, and world community. In terms of economics, the cost of adult ignorance is enormous when related to the total community, but the cost of suffering and mental and physical anguish to the human element is incalculable. There is no place in America where the problem is more acute than in Appalachia.

The rural Appalachian problems result from a history of economic underdevelopment compounded by the abandonment of coal mines, by the isolation of the "hollows", and by the marginal subsistence farming. The citizens of Appalachia have failed to keep pace with the changing world. Even the advent of television (sets owned by 67 percent of the families in the poorest counties) seems to have made little real change in their philosophy or their social environment.

The differences between the family, culture, social setting, mores, etc., of the Appalachian people and the remainder of the nation are demonstrable and significant. However, the educational effects of these differences have not, heretofore, been extensively studied. At this point, one can only safely say that present systems have failed, probably partly because the character of the "deprived" Appalachian demands a different system and different approach to education, and partly because of the educational lacks in an underdeveloped area. The single factor that characterized the greatest number of the poor, apart from lack of money, is lack of

education. Nearly two out of three low income families are headed by persons with no more than a grammar school education.[1]

According to the Appalachian Regional Commission, Education Advisory Committee Interim Report, the student drop out rate in Appalachia averages 65 percent with the rate in some areas being as high as 71 percent between first and twelfth grades, compared with an estimated national average of 36.2 percent. This attrition rate in Appalachia is disturbing, and reflects a tremendous loss of human potential. For a more detailed look at the drop-out rate the following summary is presented:

In the United States

For every 10 pupils in the first grade
6 graduate from high school
2+ go to college
1+ graduate from college

In Appalachia

For every 10 pupils in the first grade
4-graduate from high school
1+ go to college
1- graduate from college

The drop-out rate in elementary and secondary schools is directly related to the need for adult basic education. The insufficiency of past educational efforts can be seen in Fig. 1. For every 100 persons over 25 years of age, elsewhere in the United States, eight have failed to finish five years of school as compared to over eleven in Appalachia.

Thirty-two out of every 100 Appalachians over 25 have finished

[1] The Poor Among Us Challenge and Opportunity Public Affairs Pamphlet No. 362 p.6

high school, contrasted to almost 43 persons of similar age in the balance of the United States; thus, within its 25 and older population, 23 percent fewer high school graduates can be found than in the rest of the United States.

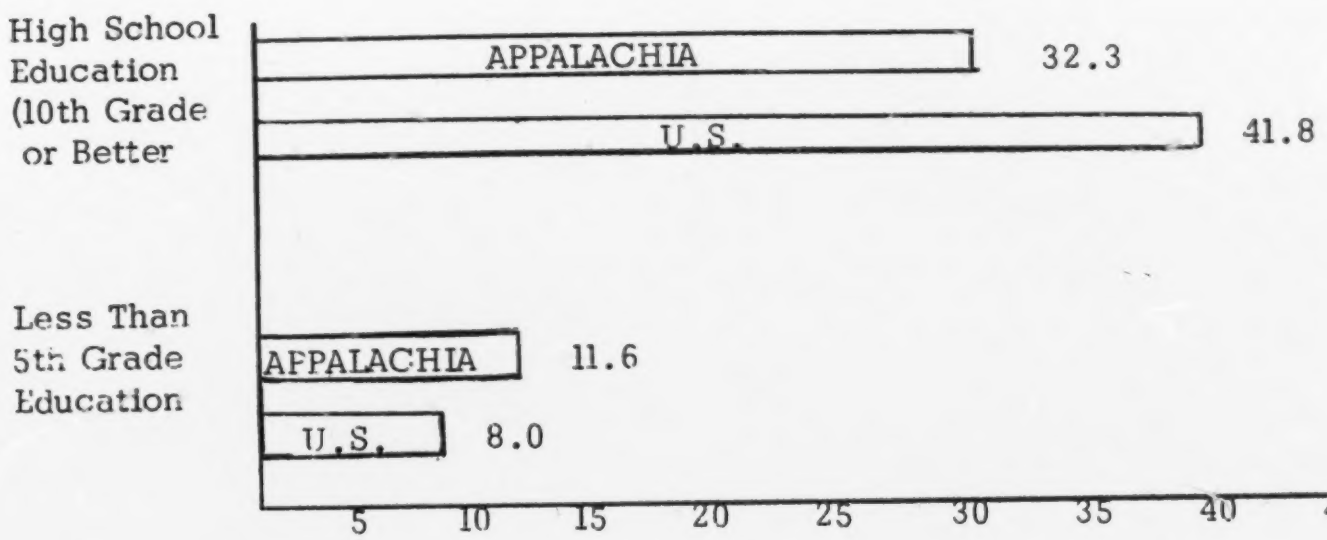



Figure 1 - The Education Gap (Based on -- Appalachia: A Report by the President's Appalachian Regional Commission 1964.)

The lack of education has had a detrimental impact on the economic growth in Appalachia. Although there are a variety of regions in Appalachia-from metropolitan to isolated rural farms-these sub regions have one thing in common: "Rural Appalachia lags behind Rural America; Urban Appalachia lags behind Urban America; and Metropolitan Appalachia lags behind Metropolitan America." This can be demonstrated by observing the unemploy-

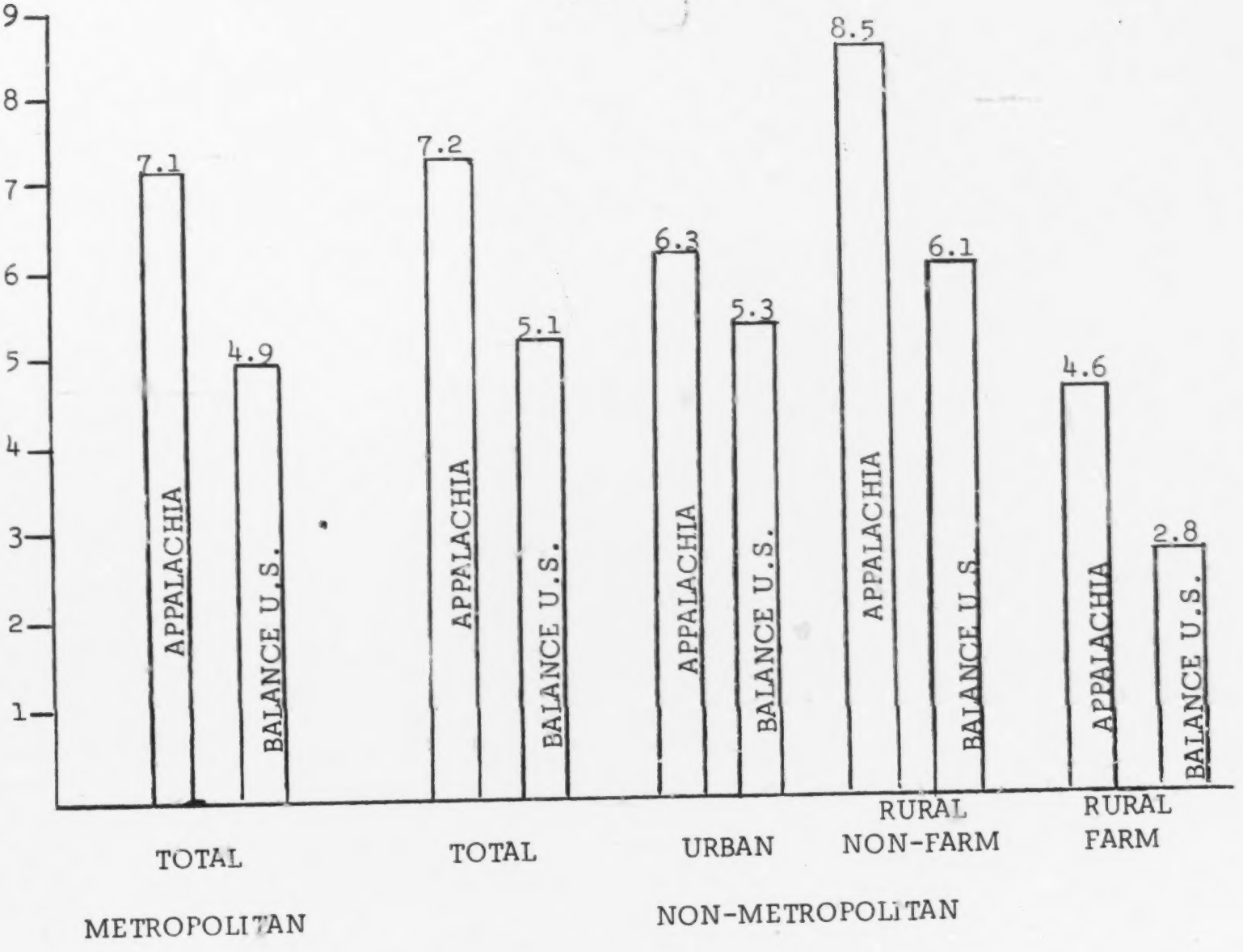



Fig. 2. A Comparison of Unemployment in Appalachia and Balance of U.S. 1960 (Based on Appalachia: A Report by the President's Appalachian Region Commission, 1964)

ment rate in Appalachia. Based on the 1960 Census Report, the unemployment level in Appalachia is greater in all sub regions than the comparable region in the balance of the U.S. As indicated in Fig. 2, the highest unemployment rate is in the rural, non-farm areas where over eight (8) people out of every hundred are unemployed.

The problems in Appalachia directly related to lack of education among adults can be further illustrated by observing the income level. In Appalachia almost one in three families live on an annual income of $3,000 or less. Elsewhere in the United States that figure drops to one family in every five. Only 8.7 percent of Appalachian families have incomes over $10,000 a year, compared to 15.6 percent, a figure almost twice as high, in the rest of the United States. Average per capita income for the balance of the United States, $1,900, is 35 percent greater than the Appalachian figure of $1,400. See Fig. 3 and 4.

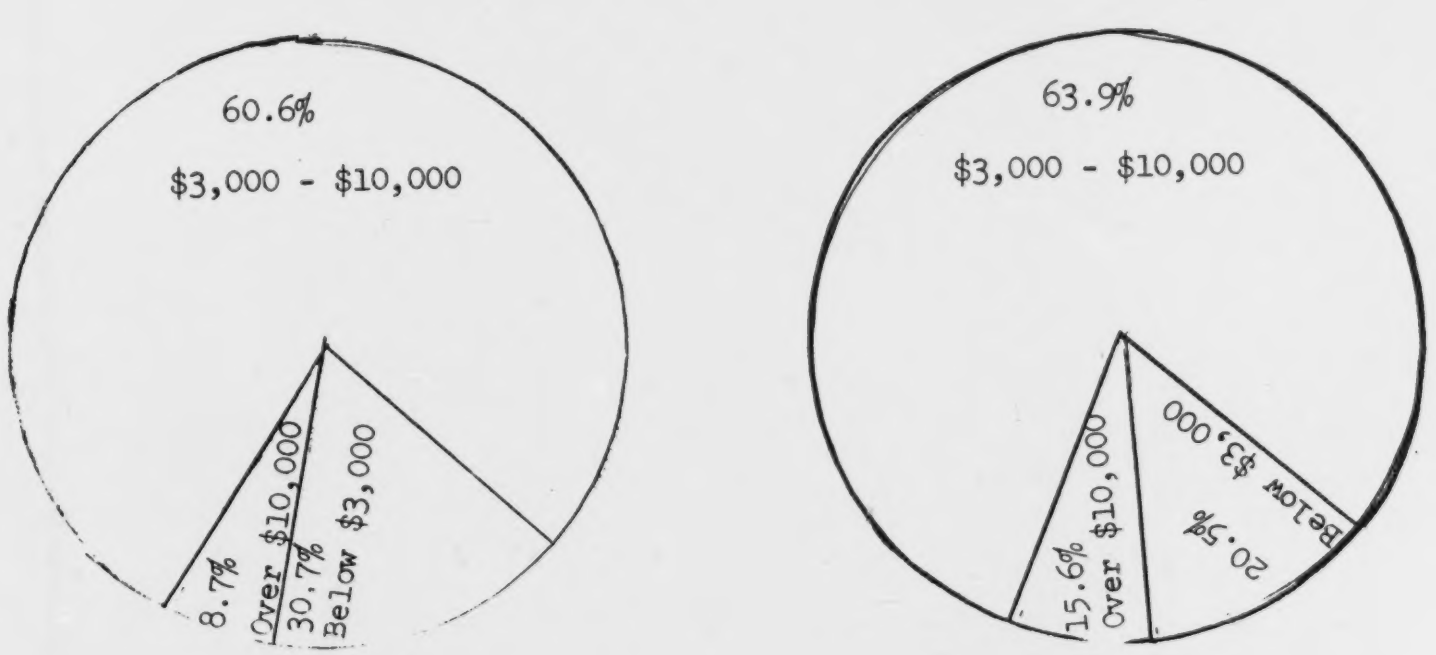



Fig. 3 - Dis. of Families by Income Group for Appalachia and Balance of U.S. 1960 (Based on Appalachia: A report by the President's Appalachian Regional Commission, 1964)

The Appalachian region extends over parts of thirteen states, or one-fourth, of the United States. The continued underdevelopment of such a large area has an impact on the total national economy. Neither the individuals themselves who live in Appalachia nor the nation as a whole can afford for this region to stand still longer of fall further behind. Furthermore, the solution of problems of the ABE population of Appalachia may be applicable to the rural isolated peoples of the Ozarks and Oklahoma.

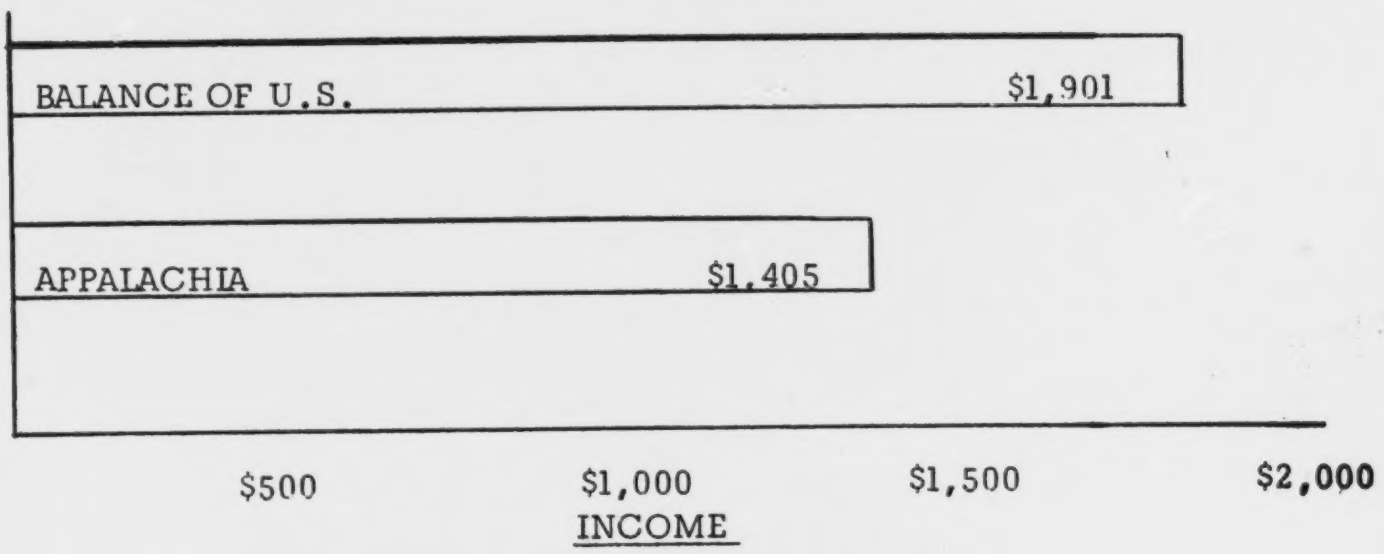



Fig. 4. - Per Capita Income for Appalachia and Balance of U.S., 1960 (Based on Appalachia: A Report by the President's Appalachian Regional Commission, 1964)

Many of the problems in Appalachia can be related to a lack of education among the adult population. In order to alleviate problems in Appalachia, it will be necessary to provide quality adult basic education programs. This can only be accomplished with teachers who are well trained in the methods and techniques which have proven to be effective in adult

basic education in Appalachia.

## NEED FOR TEACHER TRAINING IN APPALACHIA

The success and effectiveness of adult basic education programs depend, to a considerable degree, upon the skill, competence, and ability of ABE teachers to effectively help their adult students achieve the educational, social, and pre-vocational goals of the program. Today, there are many men and women being employed as adult basic education teachers who have never had training or experience working with adults.

These new teachers are called upon not only to teach reading, writing, and arithmetic, but to aid the undereducated adult to learn to recognize and meet problems of daily living and improve their effectiveness as citizens, parents, and workers. This is not an easy, uncomplicated teaching job. The adult educator must be trained to identify the needs of his students and to know how to remedy those needs. A brief summary of the article by Virginia Warren, "No Lid On Learning," American Education (3:26) gives further background on the problem.

> The great enrollment increase in adult basic education classes has focused attention on this phase of education and revealed significant problems related to teacher, curriculum materials, fund, and evaluation and research. 'One-fourth of the students in any new class will drop out unless the teacher is especially helpful' writes Jerome Worsley, Director of Extension Services at Durham Technical Institute. Teachers must be found with that special ability of getting through to adults and must be trained in techniques of teaching second-time around students.

There is ample evidence to document the fact that preparation for

the teaching of children and youth is not adequate for teaching adults and that preparation for teaching in middle-class society is not sufficient for effective teaching among the disadvantaged and underprivileged. The adult basic education teacher must be trained to identify with -- and not be judgmental about -- the various worlds perceived by the socially, emotionally, and educationally disadvantaged adults.

One of the primary purposes of the 1969 Appalachian Adult Basic Education Teacher-Training Workshop was to cultivate among ABE teachers, an understanding of the mountaineer's life, his goals, and what makes his culture different from general American culture in order to improve their effectiveness in working with him. Now, a base of skills must be built upon this increase in understanding. Understanding of the client is only the first step in guiding him through the intricacies of education. There is an immediate need for adult basic education teacher-training in Appalachia on a more intensified scale for a greater number of people if Appalachia is to alleviate illiteracy and its related problems. Only through a well planned and executed program of adult basic education can this be accomplished. To allow for the greatest number of teachers to be trained, this proposal outlines the training of trainer teams of experienced ABE teachers and administrators who will conduct training at the state level in the teaching of reading to ABE students.

The primary skill upon which the American educational structure builds is reading. Commissioner James E. Allen, Jr. recently said of

those unable to read:

> These individuals have been denied a right -- a right as fundamental as the right to life, liberty and the pursuit of happiness -- the right to read.
>
> Education has come to mean many things and to encompass a wide range of information and experience, but certainly it must still include, as it did in the beginning, the ability to read.
>
> Those who do not gain this ability in the course of their early education lack of skill necessary to all other areas of learning and are being denied a fundamental educational right -- the right to read.

Since reading is a major part of the ABE curriculum, a reading specialist will conduct demonstrations and work group experiences in the diagnosis, skills, reinforcement, and evaluation of individualized reading programs for ABE students. Opportunities to analyze, evaluate, and use current materials, hardward and software, including a reading lab and programmed instruction will be featured. Participant teachers will gain practice in using video tapes by being televised while teaching ABE students, and then assess their own performance. Participant administrators will work under supervision with the training of teachers with similar feedback.

This project has a pragmatic approach to limited objectives which will result in specific behavioral changes within the time allowances of short-term training.

The AABEDC is in its 3rd year of existence as a "special project." The collected expertise of the staff will be focused on teacher training objectives in the spring and early summer of 1969 and 1970.

It should also be noted: (1) that the Appalachian Adult Basic Education Demonstration Center is readying a survey of regional and social dialects in the thirteen Appalachian states. Survey data should be available by June, 1970, for incorporation into the dialectology portion of the workshop. (2) that the feasibility of filming portions of the workshop as a training package will be explored. The AABEDC staff includes expertise in TV film production.

## SPECIAL PROJECT COOPERATION

The Appalachian Adult Basic Education Demonstration Center (AABEDC) staff has worked with the Southern Regional Education Board (SREB) to prevent overlap in teacher-training activities. Although the primary focus of the SREB 309A and 309B combined project is the development of teacher trainers for U.S. Office of Education, Region IV, the present and immediate future thrust is in the development of generalized ABE teacher training, and has not centered on specific skill areas. (Parts of the states in Region IV are also in the 13 state Appalachian area.) The AABEDC teacher-trainer proposal has been developed to complement the SREB project by centering (1) on rural locations and (2) on the basic ABE skill of reading. Teacher-

trainer teams in reading returning to those states involved in the SREB area should be able to provide a service in the specific area of reading not yet being facilitated. (See Appendix A).

## OBJECTIVES

The ultimate objective of this project is to improve the skills of adult basic education teachers in Appalachia in the area of reading. In order to achieve this objective, the program includes (1) a workshop to develop a competent core of ABE teacher trainers from Appalachia in reading, and (2) follow-up contact and technical assistance in the development of training outlines and the conduct of local in-service reading workshops.

The specific objectives of the workshop are to provide the adult basic education trainers with information and experience in reading which will enable them to achieve the following:

(1) Participants will know 80 percent of the word attack skills outlined in Word Attack Skills published by Charles E. Merrill.

(2) Participants will be able to reproduce 80 percent of the phonemes which are found in the regional and/or social dialects found in their region.

(3) Participants will be able to construct, administer, and evaluate an individual informal reading inventory.

(4) Participants will be able to identify, to administer, and assess the results of such diagnostic or achievement instruments as the Botel Phonics Inventory; the Doren Word Recognition Test; the ABLE; the TABE; the

WRAT; the Veatch, Dolch, and parts of the Thorndike word lists; and also the California for lower levels, the Gates - McGinity, and the Iowa Silent Reading Comprehension tests (although most of these are normed on children -- since ABE diagnostic reading test are not readily available at present).

(5) The administrative participants will be able to apply knowledge of reading scope and sequence to the evaluation of published ABE materials.

(6) The teacher participants will be able to apply knowledge of reading scope and sequence and regional and social dialects to the development of supplementary reinforcement materials.

(7) Participants will be able to demonstrate proficiency in the use of the controlled reader, the Tach-X, the Language Master, EDL equipment, the record player, the audiometer and a visual screening device, the 16 MM movie projector, the film strip projector, the slide projector, the overhead projector, the opaque projector, and the tape recorder.

(8) Participants will be able to demonstrate to the satisfaction of the instructors, facility in constructing comprehension questions which will elicit from the students measurable responses indicating the different levels of comprehension.

(9) Participants will be able to list 80 per cent of the more widely used and usable ABE materials.

(10) Participants will be able to demonstrate, in a practicum experience, the ability to select, administer, and evaluate appropriate tests for the student assigned.

(11) Participants will be able to demonstrate the ability to teach word attack skills.

(12) Participants will be able to demonstrate the ability to teach comprehension skills.

(13) Participants will demonstrate the ability to select appropriate reading materials related to students' needs.

(14) Participants will demonstrate to the satisfaction of the instructors the ability to integrate knowledge of reading skills, materials, dialects, and diagnosis of reading problems.

(15) The thirteen Appalachian state education departments will develop either summer or in-service state teacher-training workshops in reading for the ABE teachers in the Appalachian counties within their states.

(16) A training syllabus in adult basic education reading will be developed for use in the workshop at Morehead State University, and the local workshops.

## CONTENT

The content for the Appalachian Adult Basic Education Teacher-Trainer Reading Workshop will be focused toward enabling each Appalachian administrator and experienced ABE teacher participant to become so skilled in the teaching of reading to the Appalachian ABE student that he will be able to train other ABE teachers and administrators in this basic skill. This will be accomplished as follows:

(1) A team of five reading instructors familiar with ABE with the help of consultants will provide intensive training in reading and a variety of practicum experiences.

(2) During the workshop, the relationship between reading and the home language or dialect of the ABE learner will be stressed.

The Appalachian Adult Basic Education Demonstration Center (AABEDC) plans a thirteen state dialect survey which will implement the dialectology

or phonology portion of the proposed workshop.

(3) Prior to the workshop a training syllabus will be prepared by the director, the coordinator, the associate director, and one of the reading staff members. This syllabus will be tested during the workshop and will be available to the teacher trainers for conducting Appalachian ABE teacher training in their states.

The AABEDC has assumed, as a major responsibility, the stimulation and service to adult basic education interests within Appalachia through demonstration, investigation, review, and analysis of new and creative practices which seem to have special merit. The AABEDC works with all thirteen state departments of education. Nine state centers or modules have been established in the Appalachian region, seven of these continuing, and an additional six proposals are under consideration. Experiences within the state centers lend strong support to the hypothesis that much of the existing level of methods and procedures in adult basic education is not working in Appalachia. Therefore, this workshop has been designed to train in one basic skill as many teachers as possible in cooperation with the state departments of education with whom AABEDC works and with the other 309 A and 309 B "special projects" in the Appalachian region.

Competent resource people will be utilized to present information on reading scope and sequence as related to adults, regional and social dialects as defined by the U.S. Linguistic Atlas and the AABEDC study, questioning skills, reading diagnosis and testing, available published ABE materials including the readability levels of mathematics

and social studies materials, the development of supplementary reinforcement materials, and hardware available and its use.

The specific design of the workshop is presented in the outline on page 26 . The format of the workshop will lean heavily toward the application of knowledge with a minimum of lecture. Efforts will be made to make the learning situation immediately useful to the participant in developing his own skills and applying his skills to the training of others.

Four ABE people will be selected from each state and will be trained as a team. Each member of the team will receive extensive training in one specific area in reading. This will give each participant sufficient depth in a particular area to function effectively as a member of a training team.

Three things have been done in order that each trainer team will conduct training sessions after the workshop.

1. A minimum amount of reading materials and financial support will be provided for training sessions. This material and money should provide the states with the incentive to support the use of the training teams.

2. Each state will be requested to submit a report by May 1 describing how they plan to use the reading teams in training other ABE teachers.

3. A training syllabus in the teaching of reading to ABE students will be developed for use by the trainer teams. This syllabus will be developed prior to the regional workshop by the reading staff and the adult basic education staff to be involved in the workshop. This training syllabus will be tested in the workshop. Each team will be aided in adapting the training syllabus to their local needs.

Prior to the beginning of the workshop, the reading staff and the adult basic education staff will meet in a pre-workshop seminar. This one-week seminar should enable an exchange of information and theory in reading and adult basic education which will ensure that the entire thrust of the workshop will be in adult reading.

A teacher-trainer workshop conducted under the proposed framework should have a tremendous impact on the teaching skills of ABE teachers in reading in Appalachia. It would appear that a minimum of 300 ABE teachers could be trained in the Appalachian region.

## 3. PARTICIPANTS

A total of 52 participants will be selected to participate in the workshop. These participants will be selected from that portion of 13 states designated by the Appalachian Regional Commission as "Appalachia". (See Fig. 5 ) The 13 state directors of adult basic education will be trained as a team to conduct reading workshops for ABE teachers. The team, from each state, should consist of one supervisor and three teachers who are currently teaching in the Appalachian portion of that state.

If it should be found that any specific Appalachian state education departments not yet contacted should have conflicting teacher training plans for the 1970 - 1971 fiscal year, two teams will be selected to serve states with large geographic Appalachian areas.

In order to be selected for training, each participant must:

(1) Hold a bachelor's degree from an accredited University or College.

(2) Be a full or part-time teacher of administrator in an adult basic education program.

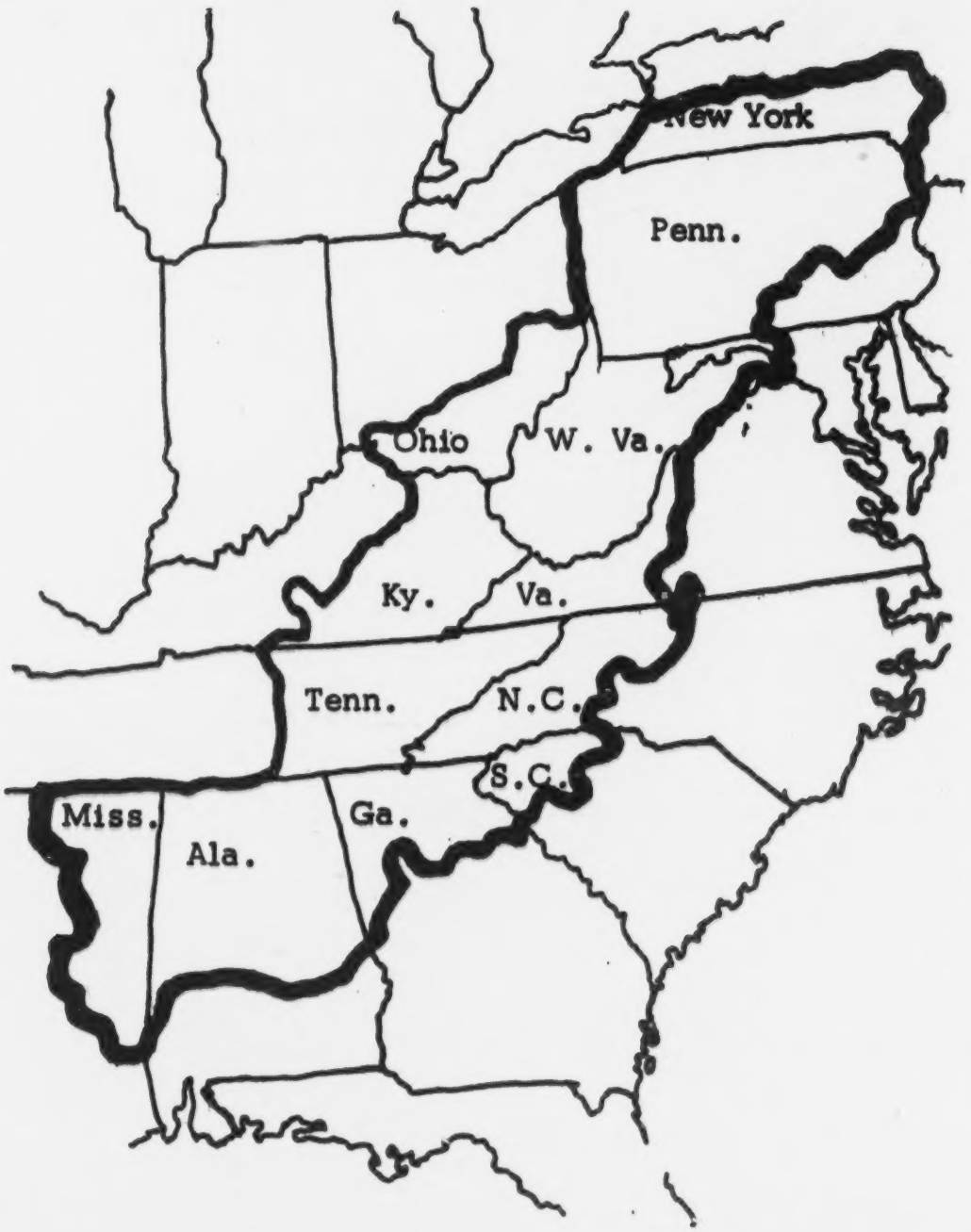
(3) Have already received training in adult basic education.

(4) Be working with a program located in the Appalachian Region.

(5) Be available to devote full time to the three-week training workshop.

(6) Be willing to conduct short training sessions in reading for other ABE teachers.

FIG. 5 APPALACHIAN REGION



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## 4. SCHEDULE

The following is an outline of activities which will be conducted as a means of achieving the objectives of this program.

April, 1970

1. Utilize reading authorities and adult basic educators to review and finalize program objectives.
2. Contact staff and consultants with the special skills necessary to obtain program objectives.
3. Select workshop participants through state directors.
4. Preliminary outline of reading training syllabus completed.

May, 1970

1. Order necessary materials for institute.
2. Reading laboratory personnel hired.
3. Final space arrangements made.
4. Reading laboratory prepared for program.
5. Communication with participants.
6. Reading training syllabus developed.
7. Plans for state training sessions finalized.

June, 1970

1. June 1 - Reading laboratory personnel begin work.
2. June 8 - Pre-workshop seminar.
3. June 15 - Workshop begins.

4. Pre testing of participants.

5. Complete Participant Information Sheet and mail to Washington.

July, 1970

1. July 3 - Workshop completed.

2. Post-test data collected from participants.

3. Participant evaluation of workshop.

4. Local ABE reading workshop starts.

August, 1970

1. Maintain contact with training teams.

2. Serve as consultant and problem solver for training teams.

3. Collect data on number of training sessions conducted and description of participants.

September - May 30

1. Follow-up evaluation of regional and local workshop participants.

2. Continual local in-service training in reading.

3. Dissemination of institute information to other agencies and teachers.

4. Determine the weaknesses of workshops and develop suggestions for improving future training programs in reading for adult basic education teachers.

5. Write final report.

Following is a tentative schedule of the program for the three week summer workshop for training reading teams in adult basic education from Appalachia.

# TRAINING OUTLINE (TENTATIVE) - ABE WORKSHOP
# MOREHEAD STATE UNIVERSITY

## FIRST WEEK JUNE 15 - JUNE 19

| MONDAY June 15, 1970 | TUESDAY June 16, 1970 | WEDNESDAY June 17, 1970 | THURSDAY June 18, 1970 | FRIDAY June 19, 1970 |
|---|---|---|---|---|
| Registration<br><br>Welcome | Philosophy of Reading and ABE | Phonology: Standard and Regional Initial Consonants and Vowels | Vowels and Structural Analysis<br><br>Unit Review | Comprehension Skills:<br>Main Idea<br>Details<br>Sequence<br>Inferences<br>Following Directions<br>Judgments<br>Paraphrasing in Dialect |
| | | | | |
| Introduction to the Workshop<br><br>Testing and Grouping<br><br>Tentative:<br>Programmed Instruction in Word Attack Skills → | Seminar Groups: Adult Needs in Reading, Developing Objectives<br><br>Programmed Instruction | Regroup in Dialect Areas:<br>Definition of Regional and Social Phonemes<br><br>Programmed Instruction → | Introduction to Materials to be Read for Comprehension<br><br>Study | Seminar Groups:<br>Develop Comprehension Questions and Questioning Skills in Newspapers, etc. |
| | | | | |
| | | | | |

# TRAINING OUTLINE (TENTATIVE) - ABE WORKSHOP
# MOREHEAD STATE UNIVERSITY

## SECOND WEEK JUNE 22-JUNE 26

| MONDAY June 22, 1970 | TUESDAY June 23, 1970 | WEDNESDAY June 24, 1970 | | THURSDAY June 25, 1970 | FRIDAY June 26, 1970 |
|---|---|---|---|---|---|
| Reading Diagnosis Including Audiometer, Visual Screening | Presentation of Available Materials<br><br>Seminar Groups Looking at Materials | Administrators Evaluation of Published Materials | Teachers Development of Supplementary Materials | Hardware: Language Master, Controlled Reader, EDL, etc.<br>16 mm projector<br>overhead | <u>Practicum</u><br><br>Introduction: Meet Students and Socialize |
| | | | | | |
| Develop Informal Reading Inventory and Evaluate | Administrator<br><br>Evaluation of Published Materials | Teachers<br><br>Development of Supplementary Materials | | | Break The Ice - Get Rapport Established With Assigned Students |
| | | | | | |
| Audiometer, and ABE Materials<br>Visual Screening | | | | | |


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## TRAINING OUTLINE (TENTATIVE) - ABE WORKSHOP
## MOREHEAD STATE UNIVERSITY

## THIRD WEEK JUNE 23 - JULY 3

| MONDAY June 29, 1970 | TUESDAY June 30, 1970 | WEDNESDAY July 1, 1970 | THURSDAY July 2, 1970 | FRIDAY July 3, 1970 |
|---|---|---|---|---|
| Practicum Planning Program and Evaluation) Areas of Testing, Diagnosis and the Use of Materials | | | State Team Planning | State Team Planning<br>Post Test |
| | | | | |
| | | | | Summary of Workshop |
| | | | | |
| | | | | |


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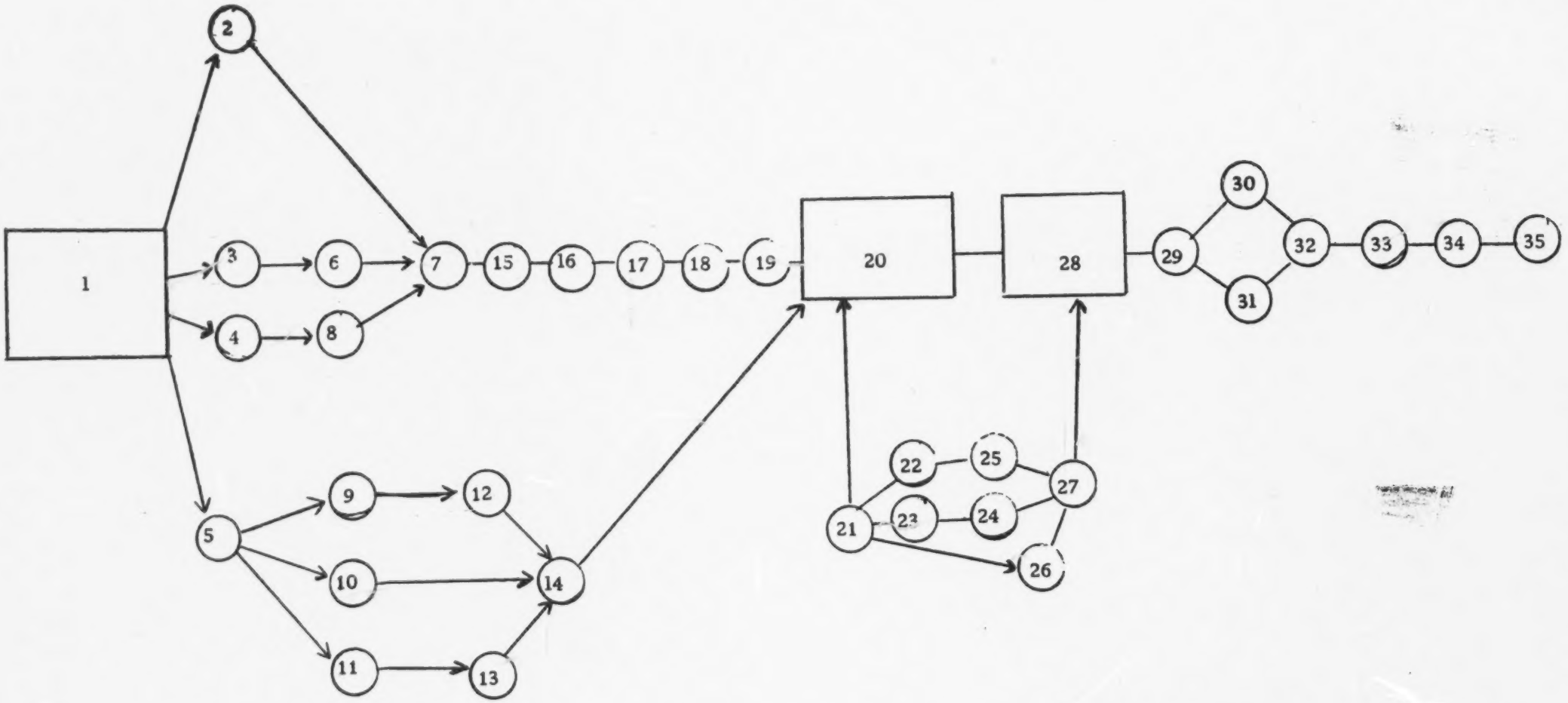


1. Proposal Approved
2. State Directors Notified
3. Reading Center Notified
4. Graduate School Notified
5. Arrangement for Physical Facilities
6. Formalize Program
7. Participants Selected
8. Information on requesting for Graduate Credit mailed to Participants
9. Director of Housing Notified
10. Director of University Affairs Notified
11. Arrange for Classroom Facilities
12. Housing Secured
13. Classroom Facilities Secured
14. Physical Arrangements Completed
15. Contact Consultants
16. Materials Ordered
17. Pre-workshop Communication with Participants
18. Pre-workshop Seminar between Reading Staff and ABE Staff - June 5 - June 12
19. Develop Pretest Data Collection Instrument
20. Workshop Starts - June 15
21. Begin Data Collection
22. Pre-test Participants
23. Complete Participant Information Sheets
24. Send Participant Information Sheet to Washington
25. Collect Post-test Data
26. Participant Evaluation of Workshop
27. Workshop Data Collection Completed
28. Workshop Ends
29. Local ABE Workshops Start
30. Provide Consultant Services to Trainer Teams
31. Collect Data on Local in-service Meetings
32. Follow-up Evaluation of Local and Regional Workshops
33. Dissemination of Information
34. Write Final Report
35. Project Terminates

## 5. PERSONNEL

This workshop will be conducted under the auspices of Morehead State University by the Appalachian Adult Basic Education Demonstration Center, as a major activity in fulfilling the Center's objectives for manpower training in adult basic education.

The professional staff of the Appalachian Adult Basic Education Demonstration Center will provide the management, some instruction during the workshop, and a follow-up of workshop participants and activities. Additional administrative and instructional personnel from the Reading Center at Morehead State University necessary for planning and implementing this project are also identified in the following pages. (The vita sheets of the proposed staff follows a description of their activities during the workshop.)

A. Project Coordinator

Dr. Harold Rose
Research Administrator
Appalachian Adult Basic Education
Demonstration Center
Morehead State University

The project coordinator will serve as the liaison officer between Morehead State University, the various State Departments of Education, the U.S. Offices of Education, Appalachian Adult Basic Education Demonstration Center, and other agencies which may be interested in the progress and outcome of the project. He will aid the project director in planning and implementing the workshop. Dr. Rose has had extensive experience in ABE

workshops, being involved during the summer of 1968 with the ABE Teacher-Training Workshop at Florida State University, and serving as Project Coordinator for the Appalachian Adult Basic Education Teacher-Training Workshop during the summer of 1969.

B. Project Director — Mrs. Ann Hayes
Evaluation Specialist
Appalachian Adult Basic Education
Demonstration Center
Morehead State University

The project director will be responsible for the selection and supervision of staff and for planning and implementing the three-week residential teacher-trainer workshop. She will have additional responsibilities in the area of workshop evaluation, follow up, and Final Report. Mrs. Hayes has served as a consultant in several ABE workshops and has served in an administrative capacity in two ABE workshops. Mrs. Hayes was assistant director of the Workshop to Increase and to Improve University Teacher-Training in Adult Basic Education held in Chicago during March of 1969, and Director of Appalachian Adult Basic Education Teacher-Training Workshop at Morehead during the summer of 1969. In addition to Mrs. Hayes' qualifications in adult education, she has done Masters work in Reading at the University of Chicago.

C. Assistant Project Director — Mrs. Colleta Grindstaff
Reading Lab Director
Morehead State University

Mrs. Grindstaff has served as a reading teacher, a reading consultant for public schools, a reading specialist with a Title III E.S.E.A. project,

and a reading consultant for private enterprises and book companies. Mrs. Grindstaff has conducted reading workshops for teachers and supervisory personnel. She will assist the project director in planning and implementing the workshop. She will be directly responsible for stocking the reading lab with reading materials related to ABE to be used during the workshop.

D. Other Contributing Persons

Mr. George W. Eyster
Executive Director
Appalachian Adult Basic Education
Demonstration Center
Morehead State University

Mr. Eyster has had extensive experience in community school and adult education, serving as special staff assistant in the Mott Foundation Program for 12 years. He has been a consultant in Elementary and Secondary Curriculum in the Michigan Department of Education and was the director of the Mott Inter-University Clinical Preparation Program for School Administrators. Since November 1967, he has been director of the Appalchian Adult Basic Education Demonstration Center at Morehead State University.

During the workshop, Mr. Eyster will be responsible for (1) general administration and fiscal management (2) providing the workshop with the information and facilities of the Appalachian Adult Basic Education Demonstration Center and (3) serving as an instructor during the workshop.

Dr. William Hampton
Director of Reading Programs
Morehead State University

Dr. Hampton has served as director of the Reading Program at Morehead State University for two years. He has been a consultant in Eastern Kentucky conducting training sessions in reading. He is President-Elect of Kentucky Reading Association. Dr. Hampton will assist in developing the training syllabus, contacting instructors for the workshop and finalizing program objectives and outline of the workshop. Dr. Hampton will be employed full time during the month of June while the workshop is being conducted.

E. Other ABE Staff Members

Other Appalachian adult basic education demonstration center staff members will be available during the workshop to assist in every possible manner. These people are Mr. John Gaus, Learning Center Specialist; Mr. Husain Qazilbash, Curriculum Specialist; Mr. Lamar Marchese, Information Specialist; and Mr. Frank Collesano, Administrative Assistant. As an examination of the enclosed personal data sheets will indicate, these people are well qualified to make a significant contribution to the achievement of workshop objectives.

N. HAROLD ROSE
Research Administrator
Appalachian Adult Basic Education
Demonstration Center

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Morehead, Kentucky
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Office Phone: 606-784-9229
University Phone: 784-4181 Ext. 289
Morehead State University
Morehead, Kentucky 40351

SUMMARY:

Three years of research experience with three different research topics, all conducted within the University framework.

EDUCATION:

PhD in Adult Education, minor in Educational Research - Florida State University
M. Ed. in Agriculture Education - North Carolina State University
B.S. in Agriculture Education - North Carolina State University

EXPERIENCE:

1. 1968 - 1969, Research Specialist, AABEDC

2. 1967 - 1968, Research Assistant at Florida State University. I conducted study on the effect of sociability on group interaction.

3. 1966 - 67, Graduate Assistant at Florida State University. Involved in the attempt to establish an experimental off-campus Master's degree program in Adult Education.

4. 1965 - 1966, Research Assistant for the Center for Occupational Education at North Carolina State University. I conducted a study of the Social Participation Role of the Vocational Education Teacher.

5. 1963 - 1964, Summer employment at Union Carbide Research Farm in Clayton, North Carolina. I was charged with the responsibility of conducting field experiments.

ADDITIONAL WORK EXPERIENCES: Adult Basic Education Teacher Training Workshop, Florida State University, 1968.

PROFESSIONAL ORGANIZATIONS:

1. Member of Adult Education Association.
2. Member of Phi Delta Kappa, Professional Fraternity.
3. Member of Kentucky Association for Continuing Education.

FUBLICATIONS AND DEGREE TOPICS:

1. Rose, N. Harold, C. Douglas Bryant and Lawrence W. Drabick, The Social Participation Role of the Vocational Education Teacher, North Carolina State University at Raleigh: Center For Research, Development and Training in Occupational Education. (in press)

2. Rose, N. Harold, A Comparative Study of the Social Participation Role of Vocational Agriculture and Non-Vocational Teacher, Thesis, North Carolina State University at Raleigh, 1966, 130 pages.

3. Rose, N. Harold, The Effect of Sociability and Demographic Factors on Group Interaction, PhD Dissertation, Florida State University, Tallahassee, Florida, 1968, 163 pages.

MRS. ANN P. HAYES
Evaluation Specialist
Appalachian Adult Basic Education
Demonstration Center

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Morehead, Kentucky 40351

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Morehead, Kentucky
Home Phone: 606-784-7[illegible]

SUMMARY:

Three years of experience as a research assistant in reading and adult education.

EDUCATION:

B.S. in Secondary Education - University of Vermont
M.A. in Education - (pending) - University of Chicago
PhD in Education - (pending) - University of Chicago

EXPERIENCE:

1. 1963 - 1964, Research assistant in reading, Department of Education, University of Chicago.
2. 1964 - 1967, Administrative head, Education Library, University of Chicago.
3. 1967, Research Assistant for Ford Foundation adult basic education project, National Opinion Research Center, University of Chicago.
4. 1968 - 69, Assistant project director in adult education, Department of Education, University of Chicago.
5. 1969, Director of adult basic education teacher-training workshop, Appalachian Adult Basic Education Demonstration Center, Morehead State University.

RELATED WORK EXPERIENCE:

1. 1964, Project director, Adult Education Council of Greater Chicago.
2. 1967 - 68, Planning Board, Adult Education Council of Greater Chicago.
3. 1968 - 69, Staff training sessions for neighborhood advisory boards of medical and mental health centers.
4. 1968 - 69, Observing member, Joint Advisory Committee on Adult Basic Education of the Chicago Board of Education and the Cook County Department of Public Aid.

PROFESSIONAL, HONORARY, AND CIVIC ORGANIZATIONS:

1. International Reading Association.
2. National Association For Public School Adult Education.

3. Adult Education Association of the U.S.A.
4. Phi Beta Kappa.
5. Kappa Delta Pi, Professional Fraternity.
6. Pi Lambda Theta, Professional Sorority.
7. Medical Committee for Human Rights.
8. Adult Education Council of Greater Chicago.

PUBLICATIONS:

1. Hayes, Ann, Nancy Lighthall and Daniel Luption, An Investigation of Materials and Methods For the Introductory Stage of Adult Literacy Education, Chicago: Adult Education Council of Greater Chicago, 1965. Reprinted as "Methods" in Frank Lanning and Wesley Manning, Basic Education For the Disadvantaged Adult: Theory and Practices, Boston: Houghton Mifflin Company, 1966.

2. William Griffith and Ann Hayes, "Relating to the Adult Learner", Speaking About Adults: Proceeding from the Adult Basic Education Workshop, Revised, Dekalb: Northern Illinois University, 1969. (in press)

3. William Griffith and Ann Hayes, "Adult Basic Education: The State of the Art", in the proceedings of the Preconvention Institute of the National Association for Public School Adult Education, the International Reading Association, and the National Council of Teachers of English, Seattle, Washington, 1968, Joseph Mangano, ed. Champaign, Illinois: National Council of Teachers of English, 1970. (in press)

4. William Griffith and Ann Hayes (eds.), Research in Adult Basic Education (tentative title). Proceedings of a Workshop To Increase and To Improve University Teacher Training in Adult Basic Education, 1969. (in press -- probably University of Chicago Press, 1970)

COLLETA D. GRINDSTAFF, Assistant Professor
Elementary Education, Director of Reading Lab

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Lakewood Terrace
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SUMMARY:

Teaching experience: College, High School, and Elementary levels. Administrative experience: organization and training of personnel for reading programs at College, High School, and Elementary levels.

EDUCATION:

M.A. in Education - with concentration in Reading — East Tennessee State University
Minor in Library Science
B.A. in English and Art - — East Tennessee State University
Minors in history, French, and Secondary Education

EXPERIENCE:

1. 1969 - 1970, Assistant Professor, Elementary Education
2. 1968 - 1969, Commercial reading consultant for private enterprises and book companies
3. 1967 - 1968, Reading Specialist, Federal, Title III - E.S.E.A. Project. Workshops for remedial reading - Teachers and Supervisory Personnel
4. 1965 - 1967, Reading consultant, Toms River Public Schools, Toms River, New Jersey
5. 1964 - 1965, Reading teacher, James Madison High School, Fairfax County Virginia
6. 1963 - 1964, Librarian, Elementary School
7. 1962 - 1963, Graduate teaching assistantship, East Tennessee State University, Reading Laboratory and Clinic
8. 1958 - 1962, Elementary teaching, Grades 3 and 4 (split grade) 5, 6, 7.

ADDITIONAL WORK EXPERIENCE:

State Library and Archives as Bookmobile Librarian, Reading Clinician, East Tennessee State University, Summer of 1964

PROFESSIONAL ORGANIZATIONS:

1. Member of International Reading Association, local, state, and National chapters.
2. Member of EKEA, KEA, NEA

GEORGE WARREN EYSTER, Executive Director
Appalachian Adult Basic Education Demonstration Center

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SUMMARY:

Two years experience, elementary, secondary and special education in a neuropsychiatric institute; eight years in youth organization adult education; parent education, public relations and general school and foundation administration; two years as a consultant in elementary and secondary curriculum, and community school organization with a state department of education; three years as assistant superintendent, elementary and secondary education and director of an experimental adult education program in a foreign country; and, seven years in the United States Navy, four years of U. S. N. as training officer in an afloat training command of the United States Navy.

EDUCATION:

| | |
|---|---|
| PhD (Pending) | Michigan State University |
| 6 Year Specialist Degree | Michigan State University |
| Master of Arts | Eastern Michigan University |
| Master of Science | University of Michigan |
| Bachelor of Science | University of Michigan |

EXPERIENCES:

1. 1964 - 1967, Assistant Superintendent of the American School Foundation, A. C. in Mexico City. During this period I was responsible for the development of an experimental adult education program for Mexican nationals with an objective of service and of American interest abroad. I, also, was responsible for general administration of the elementary and secondary school and director of vacation school programs.

2. 1960 - 1964, Special Staff Assistant, Mott Foundation Program of the Flint Board of Education, Flint, Michigan. I was responsible for general public relations for the Mott Foundation; Coordinator of the Mott Inter-University Clinical Preparation Program for School Administrators involving the major universities in Michigan; and, Conferences and Workshops on the community, state and national levels.

3. 1958 - 1960, Consultant, Michigan Department of Public Instruction, Lansing, Michigan. As consultant in elementary and secondary education, I worked throughout the State of Michigan with major responsibility in state curriculum committees and community school development.

4. 1953 - 1958, Director, Youth Activities and Parent Education, Mott Foundation Program and the Flint Board of Education. During this period I was responsible for the organization of a community-wide youth program utilizing school facilities throughout the year and coordinating programs with all youth serving agencies including the development of a community-wide, international exchange program.

5. 1951 - 1953, U. S. N. Training Officer, Communications; Training Command Guantanamo, Bay, Cuba.

6. 1950 - 1951, Educational and Recreational Therapist; Neuropsychiatric Institute, University of Michigan Hospital working with pre-school, elementary and secondary school, neurotic and psychotic patients.

7. 1945 - 1947, United States Navy, Training Command, Training Officer, Guantanamo Bay, Cuba.

8. 1943 - 1945, United States Navy V-12, Midshipman and related training, Officer, U. S. S. Philadelphia, Atlantic.

ADDITIONAL WORK EXPERIENCES AND SKILLS:

1. Public Relations and related material development.
2. Film Production: Slides and motion pictures (scripts and direction).
3. Conference Director: Workshops at local, state and national levels.
4. Curriculum Material Development and Evaluation: Elementary, secondary and adult education.
5. General Administration: Personnel; Budgets; Inventory and Building Programs.

LANGUAGES:

SPANISH - Reading, writing and speaking, FRENCH - Reading

CREDITS: "Show Cases For Excellence", 16 mm. sound, 30 minutes, Produced for the Association of American Schools in the Republic of Mexico. 1967.

BEDEL: Basicos Esenciales de Libre (Basic Essentials of Free Enterprise). Translated and adapted for Mexico from DuPont Corporation materials. The American School Foundation, A.C. 1965.

CERTIFICATION: Michigan Secondary Permanent Certificate, December 12, 1955.

COLLEGE DISTINCTIONS: "All American" Awards, U.S. Springboard Diving Team, University of Michigan.

TRAVEL: Europe, Central and South America, Mexico, Caribbean and all of North America excluding Alaska.

WILLIAM C. HAMPTON, Director
Reading Center
Morehead State University

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Morehead State University
Morehead, Kentucky 40351

SUMMARY:

Two years experience as director of reading programs on graduate and undergraduate levels and serving as reading consultant in the Appalachian area.

EDUCATION:

| | |
|---|---|
| D. Ed. in Reading | |
| Minor in English | University of Kentucky |
| M.Ed. in English and History | Harding College |
| B.A. in Bible | |
| Minor in English | Harding College |

EXPERIENCE:

1. 1968 - 1970, Director, Reading Center, Morehead State University

2. 1967 - 1968, Teaching Assistant, University of Kentucky

3. 1966 - Summer, Graduate Assistant, N.D.E.A. Reading Institute, University of Kentucky

4. 1959 - 1967, English Instructor, Morehead State University

ADDITIONAL WORK EXPERIENCE:

Served as reading consultant L.K.L.P. (Teaching young adult non-readers) Rowan County Lewis County, Greenup County, Boyd County, Floyd County, Johnson County, Pendleton County, Clark County, Montgomery County, Ohio County, Elliott County, and Clay County.

PROFESSIONAL ORGANIZATIONS:

1. International Reading Association - State president-elect, Local Chapter President 1967-1968, 1968-1969

2. Member of College Reading Association

3. Member of Phi Delta Kappa, Professional Fraternity

HUSAIN QAZILBASH
Curriculum Specialist
Appalachian Adult Basic Education
Demonstration Center

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SUMMARY:

One year teaching experience at graduate and undergraduate levels, one and one-half year of library experience, three years of research experience with several research topics, all conducted within the University framework.

EDUCATION:

PhD in Adult Education - *Florida State University
M.S. in Agriculture Education - Montana State University
Diploma in Agriculture Extension work - Justus Liebig University, West Germany
B.S. in Agriculture - University of Sind, Pakistan

*To be formally completed in February, 1970.

EXPERIENCE:

1. 1967 - 1969, Graduate Assistant (Research and Teaching) Department of Adult Education, Florida State University.

2. 1967 - 1968, Assistant to the Coordinator of Adult Basic Education Teacher Training Workshops, Florida State University.

3. 1964 - 1966, Library Assistant, University of Guelph, Guelph, Ontario, Canada (University of Toronto).

4. 1961, Lecturer, Village AID Institute, International Cooperation Alliance.

ADDITIONAL WORK EXPERIENCES:

1. Served as Administrative Assistant, USDA, Teacher-Training Program, Montana State University, summer, 1966.

2. Served as interpreter and announcer, Bundes Presse Amt, Bonn West Germany (Translating and reading news from German to Urdu and Hindi and reading for broadcast to Pakistan and India).

3. Recipient of the Fullbright Fellowship, 1966-1967.

4. President of the following: Inter-national Club F.S.U., Muslim Student Association; Vice President Adult Education Club; Member of Special Presidential Committee F.S.U.;

Appointed member of various committees of Florida State University Administration viz.; Selection for Foreign Student Advisor; Faculty-Student Committee on International Student Programs; Faculty-Student Committee on Student Organizations, etc.

PROFESSIONAL ORGANIZATIONS:

1. Member of Adult Education Association
2. Member of Phi Delta Kappa, Professional Fraternity
3. Kentucky Adult Education Association

LANGUAGES:

German - speak, read, and write
Urdu - speak, read, and write
Hindi - speak, read, and write
Persian - speak, read, and write
Arabic - speak, read, and write

PUBLICATIONS AND DEGREE TOPICS:

1. Husain Qazilbash and Roy Ingham, A Survey of Graduate Programs in Adult Education in the United States and Canada, Florida State University, Published in The Community Team Work, Indiana University Press, 1969.

2. Husain Qazilbash, An Appraisal of Dr. James B. Conant's Study of the American High School, Master's Thesis.

3. Husain Qazilbash, Relationship Between Intelligence and Information Seeking Process of Adults and Age, PhD Dissertation.

JOHN ERNEST GAUS
Learning Center Specialist
Appalachian Adult Basic Education
Demonstration Center

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Morehead, Kentucky

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SUMMARY:

Training Coordinator for staff of training School for Mentally Retarded; Director of Field Services for a State Council of Churches for 4 1/2 years; Pastor of local congregations 9 1/2 years; Curator of Mineral Industries Museum 1 1/2 years; Metallurgist for 1 year and 2 summers; United States Navy for 3 years, including six months as shipboard officer.

EDUCATION:

Doctor of Philosophy (Adult Education) - University of Wisconsin - to be awarded January, 1970.
Master of Sacred Theology - Lutheran Theological Seminary, Philadelphia.
Bachelor of Divinity - University of Chicago Divinity School.
Master of Science - Metallurgical Engineering - Columbia University.
Bachelor of Engineering - Mechanical Engineering - Yale University.

EXPERIENCES:

1. 1967 - 1969, While a full-time student at the University of Wisconsin, served as Research Assistant in Adult Education for one academic year and Program Coordinator in University Extension for 3 months, and Training Coordinator for staff of 1,100 at Central Wisconsin Colony for 9 months. Conducted worship services on Sundays as time permitted.

2. 1963 - 1967, Director of Field Services for Wisconsin Council of Churches, including research on location of all church buildings in the state, interdenominational mergers in rural, suburban, and city area; initiating ministries in 4 state parks; state prison preaching missions; teacher training institutes for vacation church schools; youth seminars to New York and Milwaukee; camp leadership training for adults; Indiana Plan Institutes for adults.

3. 1953 - 1963, Pastor of 3 rural congregations in Central Pennsylvania coal region for 3 1/4 years; 4 minths exchange pastor in Hamburg, Germany; Pastor of bilingual, biracial congregation in inner-city Philadelphia 6 years. Preaching, counseling, youth work, teaching, social action institutes and rallies and marches and petitionings.

DISSERTATIONS:

M.S. - The Micro-Cracking Characteristics of Brine-Quenched Carbon Steels (1948)
S.T.M. - The Factual Study of Religion in the Public Schools (1965)
PhD - Some Educational Achievements of the Uppsala Assembly of the World Council of Churches (1970)

FRANK J. COLLESANO
Administrative Assistant
Appalachian Adult Basic Education
Demonstration Center

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SUMMARY:

One semester experience teaching at the high school level. One year's experience working as a graduate assistant, involved in the budgeting aspects of the federal program.

EDUCATION:

Master of Business Education, Morehead State University, Bachelor of Science, Morehead State University, General Science Degree, Grover Cleveland High School.

EXPERIENCES:

1. September 1967 - August 1968, Graduate Assistant in the Appalachian Adult Basic Education Demonstration Center. During this period I was responsible for the accounting and budgetary aspects of the federally funded program.

2. February 1967 - May 1967, Student teacher at Boyd County High School, Ashland Kentucky. During this period I taught general business and typewriting I classes. I completed 92 hours of teaching, 40 hours of participation, and 40 hours of observation.

ADDITIONAL WORK EXPERIENCES:

1. Production worker at Chevrolet - Delevan.

2. Postman for Buffalo Postal system.

LANGUAGES: LATIN-read.

CREDITS:

"The Establishment of a Master of Science in Business Administration and Business Education at Morehead State University." Research article published in the Morehead State University faculty newspaper, The Research News.

LAMAR VINCENT MARCHESE
Information Specialist
Appalachian Adult Basic Education
Demonstration Center

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SUMMARY:

One year as VISTA Volunteer in Maryland Job Corps Center. Reading Instructor with Job Corps in West Virginia for one year. Six months as headstart teacher with Seminole Indian children in Florida. Graduate assistant with the University of Florida's Radio Center for two years. Summer intern with African Division of the Voice of America.

EDUCATION:

Bachelor of Arts in Social Sciences - University of South Florida, Tampa, Florida.
Candidate - Master of Arts in Communications - University of Florida, Gainesville, Florida.

EXPERIENCES:

1. September 1967 - June 1969, Graduate Assistant with the University of Florida's Radio Center. During the last six months of assistantship was acting operations manager in charge of supervising announcers, and writers, programming and production.

2. June 1968 - September 1968, Summer Intern with the African Division of the Voice of America. Responsible for writing and producing radio programs for overseas broadcast. Other duties included interviews, tape editing and program research.

3. January 1967 - June 1967, Headstart teacher with Seminole Indians. Began "organic reading" program, organized educational trips, supervised teacher-aids.

4. January 1966 - January 1967, Reading instructor with Harpers Ferry Job Corps Center, Harpers Ferry, West Virginia. Organized Center-wide education film program, edited corpsmen newspaper.

5. January 1965 - January 1966, VISTA Volunteer stationed at Catoctin Job Corps Center, Lantz, Maryland. Teaching reading and guidance major duties, organized and supervised trips, taught typing, started center newspaper, etc.

ADDITIONAL WORK EXPERIENCES:

1. Office supply salesmen
2. Crane operator for Florida Steel Corporation
3. Box stitcher in factory
4. Mail room assistant at Tampa Tribune Company

FACILITIES:

Morehead State University in Eastern Kentucky is located in the heart of the Appalachian Mountains. The objectives of the University are specially designed to combat the educational problems of Appalachia.

In addition to basic facilities such as Campus Housing, conference rooms and cafeteria, rooms for small group meetings will be provided.

The Johnson Camden Library has in excess of 150,000 volumes. This collection includes an adequate supply of materials to support this institute for advanced study. The Library has also received over 3,000 dollars last year marked solely for the purchase of books and materials in adult education.

The Library has a vast collection of microfiche materials from ERIC.

Morehead State University is also the location of the Appalachian Adult Basic Education Demonstration Center. This Center has established nine (9) state modules and is acting on proposals for six (6) more modules which are concerned with the improvement of adult basic education in the Appalachian Region of thirteen (13) states. The knowledge, information, materials and facilities of the Center will be at the disposal of the teacher training workshop.

The Reading Center at Morehead State University will be available for the workshop. The Reading Center facilities consist of one large multi-purpose room and sixteen individual observation rooms. An additional room for small group instruction is soon to be added to the facility. The Reading Center is equipped with all the audiovisual equipment usually used in reading diagnosis and instruction. AABEDC has functioned as a materials center for ABE materials which will be used in conjunction with the Reading Center.

## Budget Summary

Proposal for a Teacher-Training Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966 (P.L. 89-750).

Fiscal Year: _____

| | Total Funds Requested 1/ | |
|---|---|---|
| A. DIRECT COSTS: | | |
| 1. Personnel Salaries: | | |
| a. Project Director | $ N/A | |
| b. Associate Director, if any | 3,000.00 | |
| c. Instructional Staff (No. Full Time: ___) | | |
| d. Instructional Staff (No. Part Time: 4) | 4,400.00 | |
| e. Consultants (No. 10) | 1,000.00 | |
| f. Secretarial and Clerical (No. 1) | 3,600.00 | |
| g. Other Supporting Staff (No. 2) | 9,200.00 | |
| Subtotal for Personnel Salaries | | $ 21,200.00 |
| 2. Employment Services and Benefits | | 1,241.40 |
| 3. Travel | | 2,552.50 |
| 4. Communications | | 880.00 |
| 5. Supplies, Printing, and Printed Materials | | 14,800.00 |
| 6. Equipment (Rentals and Purchases) | | 2,000.00 |
| 7. Rental of Space | | N/A |
| 8. Minor Remodeling of Space | | N/A |
| 9. Utilities and Custodial Services (if not included in any other item) | | N/A |
| 10. Required fees, if any | | |
| 11. Participant Support | 19,104.00 | |
| Total Direct Costs | | $ 81,777.90 |
| B. COST SHARING (Contributions of Grantee and Other Sources) | | |
| C. TOTAL FEDERAL DIRECT COSTS (Total Direct Costs minus Cost Sharing) | | |
| D. INDIRECT COSTS (not to exceed 8 percent) | | 6,542.23 |
| E. TOTAL FEDERAL FUNDS REQUESTED (Item C plus Item D) | | $ 88,320.13 |

1/ The cost of each component of the amount requested for each line item should be itemized or fully explained in the Budget Explanations Section of the proposal.

INKIND CONTRIBUTION

| | |
|---|---|
| AABEDC Evaluation Specialist - (Project Director) | 6,000.00 |
| AABEDC Research Administrator - (Project Coordinator) | 3,000.00 |
| Other AABEDC Staff (Full time one month) | 6,000.00 |
| Reading Laboratory (Office Space) one month | 300.00 |
| AABEDC Office Space - 12 months | 1,000.00 |
| University Space, classrooms, conference rooms Food Service and Audio Visual | 1,000.00 |
| Research & Development Staff | 2,000.00 |
| Postage | 200.00 |
| TOTAL INKIND CONTRIBUTION | $19,500.00 |

Associate Director

The associate project director will work full time for three months. He will be responsible for the operation of the reading lab and will assist in securing reading materials and designing final program objectives. 3,000.00

Formula: (3 months, Full time x $1,000/mo.)

Reading Staff

The reading staff will consist of four highly trained reading specialists who will be employed for one month (1 week pre-workshop seminar plus the 3 week workshop) 4,400.00

Formula: (4 people x $1,100/month x one month)

Consultants

Ten consultant days for planning, instructing, evaluation, etc. are provided at $100/day 1,000.00

Formula: ($100/day x 10 consultants)

Staff Assistants

Two internships for two experienced ABE teachers to provide services at 1/2 time at 383.33/month for 12 months. 9,200.00

Formula: (2 interns x 383.33/mo. x 12 mo.)

Secretary

Full time for 12 months at $300.00/mo. 3,600.00

Formula: (12 months x $300.00/month)

EMPLOYMENT SERVICES AND BENEFITS

| | | |
|---|---|---|
| 1. Associate Director | Soc. 4.8% of 3,000 | 144.00 |
| 2. Reading Staff (4) | Soc. 4.8% of 4,400 | 211.20 |
| 3. Interns (2) | Soc. 4.8% of 4,600 | 220.80 |
| | Soc. 4.8% of 4,600 | 220.80 |
| 4. Secretary | Soc 4.8% of 3,600 | 172.80 |
| | Ky. Ret. 7% of 3,600 | 252.00 |
| | Life Insurance $1.65/mo. x 12 | 19.80 |
| | TOTAL EMPLOYMENT SERVICE AND BENEFITS | $1,241.40 |

## TRAVEL (AND SUBSISTANCE)

| | | |
|---|---|---|
| Project Director, Project Coordinator and Associate Project Director<br>$10,000 at .08/mi - 25 days subsistence at $21.50/day<br>Formula: ($10,000 mi. x .08/mi.) + ($21.50/diem x 25 days) | | 1,337.50 |
| Consultants<br>10 days of consultant services<br>travel expenses at $21.50/day/diem<br>plus travel at an average of $100.00/trip<br>Formula: (10 days service) ($21.50/diem + travel avg. $100) | | 1,215.00 |
| TOTAL TRAVEL COST | | 2,552.50 |

## COMMUNICATION COSTS

| | | |
|---|---|---|
| Envelopes, stationery, stamps, etc. | 400.00 | |
| Telephone (12 mo. at $40/mo.) | 480.00 | |
| TOTAL COMMUNICATION COST | | 880.00 |

## SUPPLIES

| | | |
|---|---|---|
| Reading test, reading materials, reading lists, reading books | 1,800 | |
| Supplies $1000/training teams (13) to support training efforts of the teams when they return to their states<br>Formula: ($1000/team x 13 teams) | 13,000.00 | |
| TOTAL SUPPLY COST | | 14,800.00 |

## EQUIPMENT (RENTALS AND PURCHASES)

Controlled reader, Tach-X, Language Master, EDL equipment, Audiometer, Visual Screening device , VTR plus tapes

TOTAL EQUIPMENT COST 2,000,00

## RENTAL OF SPACE

N/A

## MINOR REMODELING OF SPACE

N/A

## UTILITIES AND CUSTODIAL SERVICES

N/A

## SUPPORT OF PARTICIPANTS

(1) Stipends - $75.00/participant/week for 3 week = $11,700.00
Formula: (52 participants x $75/wk. x 3/wks.)

(2) Dependants - $15.00/dependent at an average of 3 dependents for 3 weeks 7,020.00
Formula: ($15/dependent x avg. 3 dependents x 52 part. x 3 weeks)

(3) Travel - one round trip/participants at an average of 400 miles (200 miles each way at .08/mile)
Formula: (52 part. x $32/part. 1,664.00

TOTAL SUPPORT PARTICIPANT COST $20,384.00

In order to assure that the teams will do training upon return to their home states, an additional two weeks salary for training will be provided.

Formula: (6 hrs/day x $6.00/hr. x 10 days) x 52 participants 18,720.00

TOTAL SUPPORT OF PARTICIPANTS 39,104.00

## INDIRECT COSTS

Eight percent of the total of Direct Cost will be paid to Morehead State University as Indirect Cost for all services rendered by Morehead State University to the Teacher-Trainer Reading Workshop, including Business Office services; the provision of all equipment; and, furniture necessary for the efficient operation of the Center.

.08 x 81,777.90 = $6,542.23

# APPENDIX

COMMONWEALTH OF KENTUCKY

# Department of Education

DIVISION OF VOCATIONAL EDUCATION

FRANKFORT 40601

November 3, 1969

Mr. George W. Eyster
Executive Director
Appalachian Adult Basic Education
Demonstration Center
Morehead State University
Morehead, Kentucky 40351

Dear Mr. Eyster:

This letter is in support of the proposal that you submitted to the U.S. Office of Education for a teacher-training workshop to be held at Morehead State University during the summer of 1970.

I have had an excellent working relationship with Morehead State University and the staff of the Appalachian Adult Basic Education Demonstration Center. The Adult Basic Education staff is extremely competent and will be able to conduct an outstanding teacher-training workshop. The evaluation of the staff is partially based on their success in conducting the first Adult Basic Education Teacher-Training Workshop in the state of Kentucky last summer. My staff members and teachers in Appalachia who attended were enthusiastic about the workshop.

The Division of Adult Education, State Department of Education, Frankfort, Kentucky, would like to extend to you and Morehead State University our wholehearted support in your efforts to conduct a teacher-training workshop for teachers of adult basic education in Kentucky.

If I can be of any further assistance to you in your endeavor, please feel free to call on me.

Sincerely yours,

Ted Cook

Ted Cook, Director
Division of Adult Education

outhern Regional Education Board 130 Sixth Street, N.W. • Atlanta, Georgia 30313 • 404 875-9211

September 29, 1969

Dr. George W. Eyster, Director
Appalachian Adult Basic Education Project
Demonstration Center
Morehead State University
Morehead, Kentucky 40351

Dear George:

The visit to your project was very helpful and I now look forward to some joint efforts as well as supplemental activities.

First, let me encourage you in your plans for developing a Master's Degree program at Morehead. Geographically, your institution is ideally located and your demonstration center is an excellent supplement for a graduate program. I wish we could develop a similar supplement for the graduate programs in the six states of this Project.

Also, and more importantly, Kentucky will become a part of our Project next June and this would join our two efforts. You will recall that in our discussion with President Doran I mentioned the hope and expectation that M.S.U. would introduce the Master's program and that you would participate with us in the regional planning seminars this fall and next spring. We will keep you informed so that you can place it on your schedule.

I should mention that typical project support of a developing program includes contribution toward professional staff, secretarial and graduate student assistance, travel, and supplies and material. The state director of adult education makes the determination of location and item.

I am currently working on the draft of next year's proposal as I know you are. I anticipate that we should communicate the content of "related" sections not much later than October 20th. If you, or any of your staff, pass through Atlanta earlier, plan to come by SREB so I can bring you up to date.

Cordially,

Edward T. Brown
Project Director
Adult Basic Education

ETB:gm

cc: Gene Sullivan

ERIC Clearinghouse
OCT 18 1971
on Adult Education